

Chapter 57 Research and Review Task Force Meeting

Thursday, August 19, 2021

1:30 PM – 3:00 PM

Roll Call

Task Force Members

Angela McLean
Dan Schmidt
Diane Fladmo
John Melick
Jule Walker
McCall Flynn
Mike Perry
Sharon Carroll
Sue Corrigan
Valerie Fowler
Erica Allen

Facilitators

Crystal Andrews
Jacob Williams
Erich Stiefvater

OPI Representation

Sharyl Allen
Julie Murgel

Executive Support

Tristen Belnap

Meeting Start 1:32pm

Schedule and What's to Come

1. Timeline of remaining TF meetings can be viewed on the [meeting presentation](#).
 - a. TF discusses process and clarifies timeline

Norms

1. Review of TF norms and expectations

Tiered Licensing Discussion

1. What did you see in other tiered licensure systems that are key components?
 - a. Examples found in Arkansas from homework article SREB 2021
 - i. The continuum and the notion that after an individual is done with licensure, the education continues.
 - ii. Would need to look at the structure of EPPs to create mentorship in licensure.
 - b. Several states where they license teachers before they have completed an EPP.
 - i. Is there data around what it is like for a student to have a license before graduation?
 1. Does it help with retention?
 - c. There are more states than expected that have multiple state tests that must be passed by an educator prior to becoming licensed
 - d. TF appreciated being able to see Montana pathway simplified in such a way it could really be compared to other state's processes.
2. Interesting to see the education commission of states
 - a. What states are doing for new licenses
 - b. What are other states doing for out of state licenses applications

3. Many of them must have some type of induction to progress and show effective teaching to move through the tiered system.
 - a. Discussion of specific examples of states given By John Melick
4. Caution that TF should not incorporate District responsibilities into possible tiered program in MT
5. Several tiered licensure programs require mentorship and induction as a precursor to advancement in licensure
 - a. Montana also requires this but is not asked to provide evidence
6. Other states may have more staff and therefore have more complicated systems
 - a. Induction and mentoring may help with the loss of teachers in MT.
 - b. Caution around value added assessment programs is not something that seems would work well in MT

Current MT Licensure Pathway

1. Current MT licensure pathway chart is shared.
 - a. Suggestion that class 2 licensure could have induction and mentorship incorporated into the requirements/process.
2. [Angela McLean presents document with possible layout of mentorship program layout](#)
 - a. Discussion around why the number of years of experience for out of state vs in state is different in Angela's document
 - b. Discussion on the expectation that the process should be completed by the School District.
 - c. Discussion that is important to have strong criteria set and proof that criteria is met. Especially for applicants internationally.
3. TF VOTE: do we think some form of mentorship or support language should be included in ARM in MT?

<ol style="list-style-type: none"> a. Angela yes b. Diane yes c. Sharon yes d. McCall yes e. Sue yes f. Christine No 	<ol style="list-style-type: none"> g. Erica yes h. John yes i. Mike yes j. Valerie – k. Jule yes
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 - i. VOTE PASSES WITH CONCENSUS
 1. Yes 9
 2. No 1
 3. Unavailable 1

ARM Subchapter Assigned Groups

4. Discussion of NCTQ Subtopics
5. Discussion of ARM subchapter work
 - a. [Chart presented to TF from presentation.](#)

Timeline and Next Steps Moving Forward

1. Homework for TF to fill out Subchapter survey: subchapters 1-3

Adjourned 3:01pm